

BEGINNER'S BOOK IN WRITING AND SPELLING

By
NORMAN H. HALL

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Based on the spelling needs of beginners as determined by Dr. W. Franklin Jones through his research of spelling and on the vocabulary findings of

Pictures by
MATILDA BREUER

Dr. Arthur I. Gates of Columbia University. The script conforms to that approved by the National Association of Penmanship Supervisors.

Script by
RENE GUILLARD

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BEGINNER'S BOOK

IN

WRITING AND SPELLING

FOREWORD

The purpose of this book is to serve as a simple, yet effective introduction to *writing* and *spelling*. Its use is intended to precede the formal study of the subjects, therefore it does not follow the customary procedure of study and recite. In fact, the lessons in this book are really seat work and should be used as such, but because it is seat work with a definite purpose and of real educative value, and not mere "busy work" the teacher should see to it that each pupil is given all the instruction necessary

to insure good results. In this connection it is well to remember that initial errors as well as all other initial psychological responses tend to persist, and that persistent errors by frequent repetition constitute bad habits. The character and organization of the lessons of this book are such as lead to the establishment of correct responses and habits and the consequent absence of errors in spelling and writing, therefore its use makes the subsequent teaching and learning of these subjects relatively easy.

PROCEDURE

WRITING

In order to develop free arm movement the pupil's first attempts at writing should be on the blackboard. This should be followed with pencil writing on paper of sufficient size to permit the pupil to use as large letters as he is inclined to make in his first writing with a pencil. This will help to prevent cramped finger writing when the book is used.

It is presumed that, before any writing is done by the pupils at their desks, the teacher will show them how to sit when writing, where to place their paper or writing books, and how to hold their pencils. As correct posture is important it would be a grave error to neglect to establish it.

As soon as sufficient free hand drill has been given, the work in the book should be begun. Before allowing any writing in the book, make sure that each pupil knows the name of the object or objects of the lesson.

For example, whether the object is a cat or a kitten, a puppy or a dog, a pony or a horse, etc. Then explain what is to be done. In most instances it will be well to have the pupils trace the script forms of the first lessons so as to accustom themselves to the muscular movements required in writing smaller forms than those they have been accustomed to write. This will also help to teach them the sequence of strokes as well as the correct forms of the letters and the spelling of the words. When sufficient tracing has been done, have the pupils copy the words in the spaces provided. It is not so important at this time to dwell upon proper slant as it is to see that all letters are so formed that there will be little or no question regarding their identity. In other words *legibility* is of first importance, perfection of form is secondary and at this time need not be given special attention.

SPELLING

Although there are a number of schools that teach *spelling* in the first grade, the majority plunge into the subject in the second grade, and because there has been no preparation for it, the work of the first half-year of that grade is not so good as it might be if a suitable introduction to the subject had prepared the pupils for it. This book provides such an introduction, because in the first place it helps to fix in the mind the regular printed form of a considerable number of the words which Dr. W. Franklin Jones, through his research and study of spelling, found are used frequently by beginners in the first writing they do in school.

In the first lessons it will be noted that the print and script forms are presented in juxtaposition, so that the pupil may readily translate the script, also that similarity of letter forms may be noted. The recognition at this time of such similarities as exist will later facilitate rendering print into script where the script form is not present. Note also that at a point about one-third through the book the relative position of the print and script is changed, the script being more remote, thus making it necessary for the pupil to carry it as a picture in his mind to the point where it is to be reproduced. This involves the exercise of the power of fixation, that is, registering in the mind images which at will may be readily recalled and reproduced. This is one of the mental powers most frequently called into use in the study of spelling, therefore, its development should begin as soon as possible. Toward the end of the book it will be noted that only the printed form of words is given.

This compels the pupil to render the print into script without the aid of the script forms, thus showing how much he has learned from the preceding lessons. These later lessons also involve the exercise of the power of fixation, thus making easier the formal study of spelling which should immediately follow the use of this book.

The two *Silent Dictation Lessons* which are given in the latter half of the book should be preceded by a blackboard review of the words illustrated. The review should be immediately before the assignment of the lesson, for two reasons; first, to establish the correct names of the pictures, and second to assure the fewest possible errors. The value of the *Silent Dictation Lessons* is not so much in their use as a test of spelling mastery as in their use as a test of learning through observation and fixation. They are also an aid in the establishment of correct habits of writing and spelling.

PURPOSEFUL ACTIVITIES

From the foregoing it will be seen readily that the lessons in this book constitute purposeful activities of inestimable value to the beginner. Their development is gradual so that the pupil is led step by step toward a readiness for the formal study of spelling and writing, incidentally mastering certain principles of writing, and registering in his mind for subsequent recall the correct form (that is, the spelling) of a considerable number of the words research shows he will need for his writing requirements in second grade.

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P1699



boy

boy

boy

boy

boy



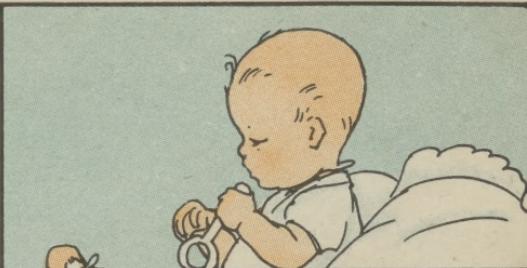
girl

girl

girl

girl

girl



baby

baby

baby

baby

baby



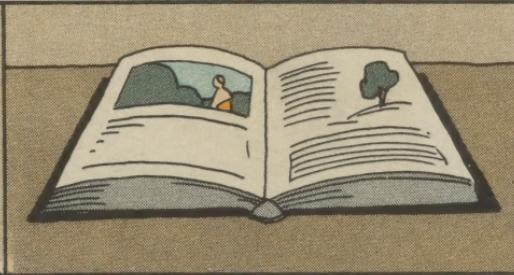
doll

doll

doll

doll

doll



book

book

book

book

book



ball

ball

ball

ball

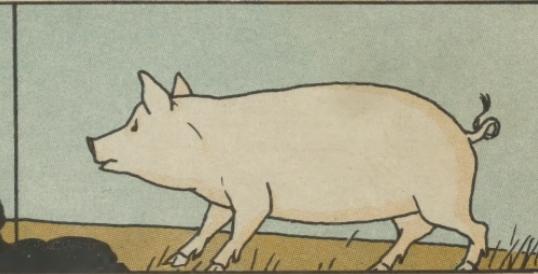
ball



cat



dog



pig

cat

dog

pig

cat

dog

pig

cat

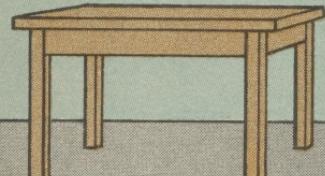
dog

pig

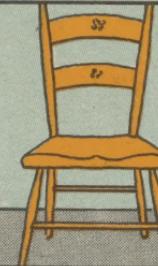
cat

dog

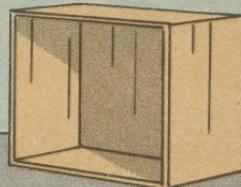
pig



table



chair



box

table

chair

box

table

chair

box

table

chair

box

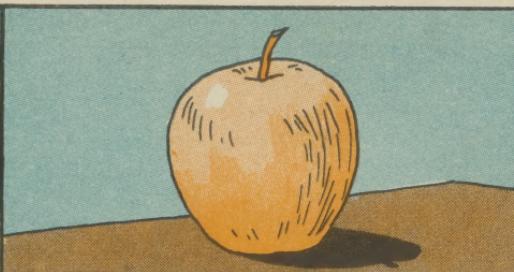
table

chair

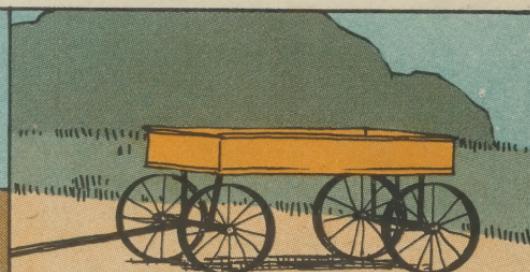
box



boat



apple



wagon

boat

apple

wagon

boat

apple

wagon

boat

apple

wagon

boat

apple

wagon



rabbit

rabbit

egg

egg

squirrel

squirrel

rabbit

rabbit

rabbit

egg

egg

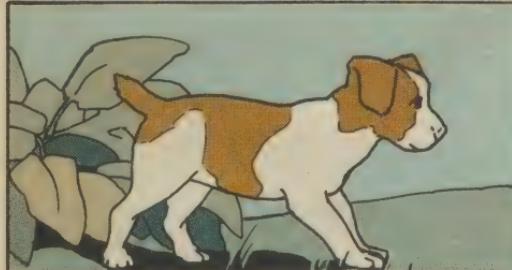
egg

squirrel

squirrel

squirrel

squirrel



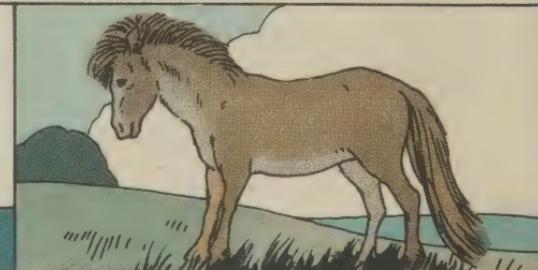
puppy

puppy



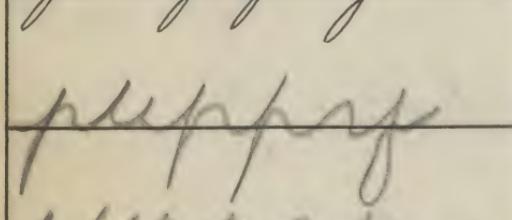
kitten

kitten

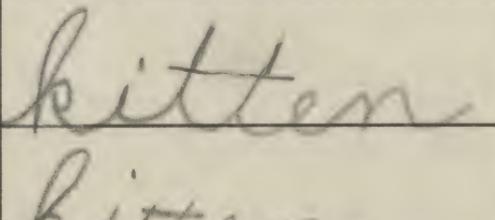


pony

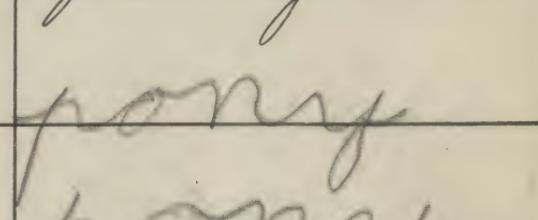
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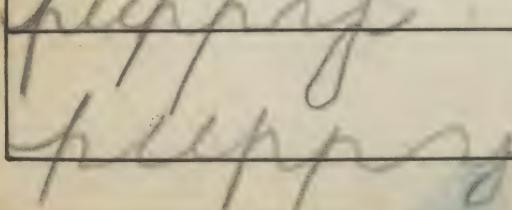
puppy



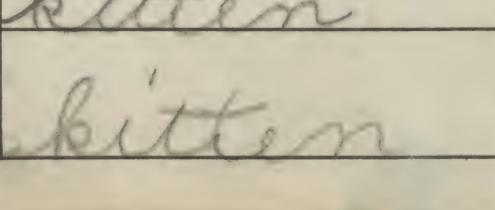
kitten



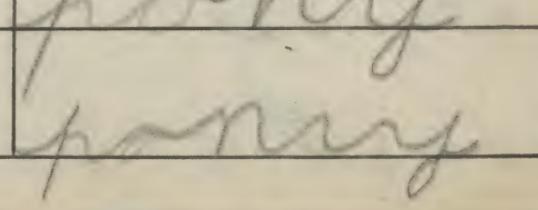
pony



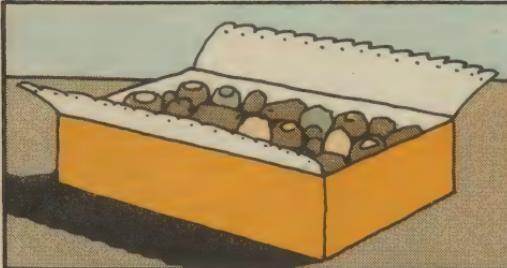
puppy



kitten

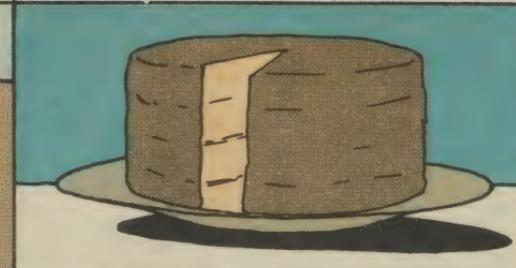


pony



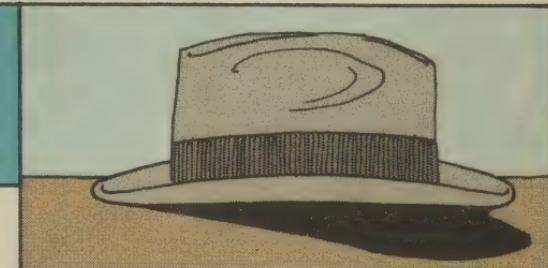
candy

candy



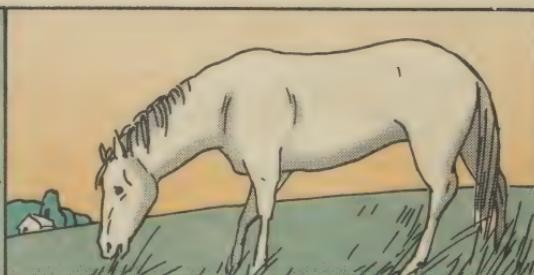
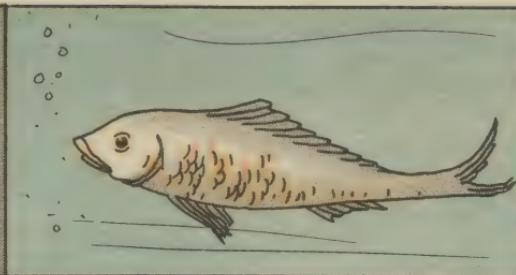
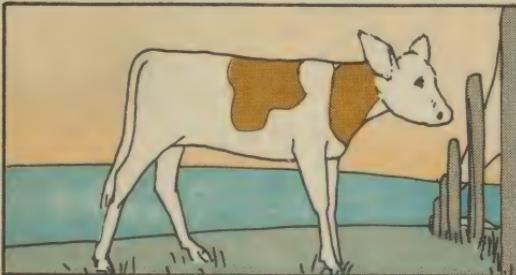
cake

cake



hat

hat



calf

calf

calf

calf

calf

fish

fish

fish

fish

fish

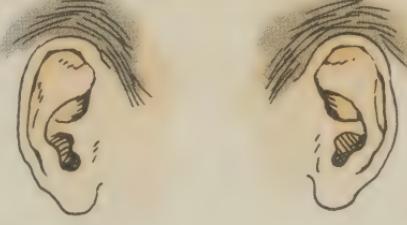
horse

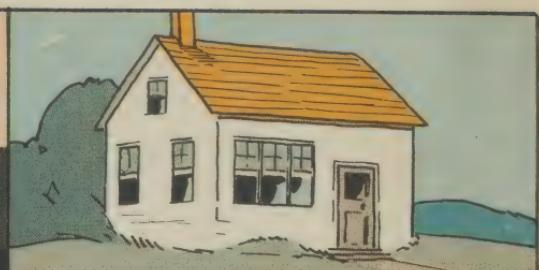
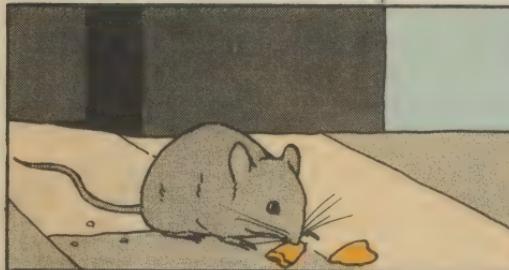
horse

horse

horse

horse

		
eyes	ears	nose



mouse

rat

house

mouse rat

house

mouse rat

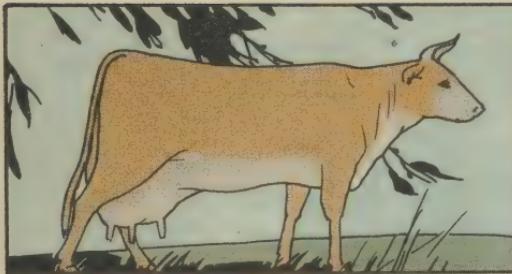
house

mouse rat

house

mouse rat

house



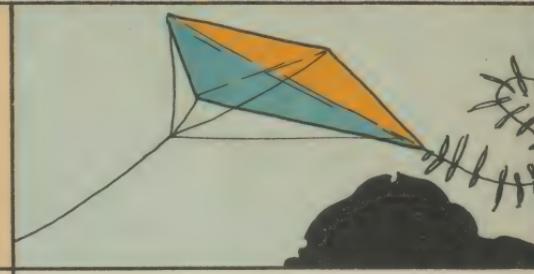
cow

cow



milk

milk



kite

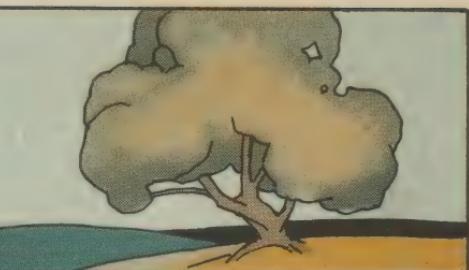
kite



bird



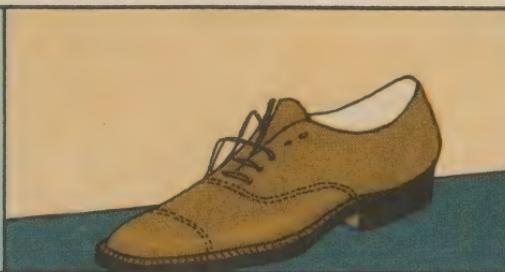
nest



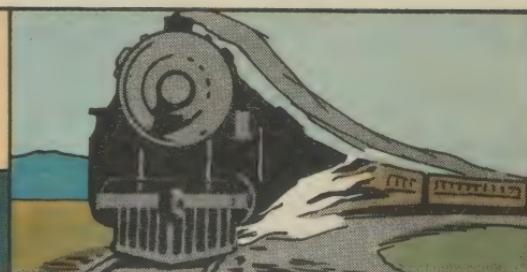
tree



man



shoe



train

man

shoe

train

man

shoe

train

man

shoe

train

man

shoe

train



One white pony

One white pony

One white pony

One white pony

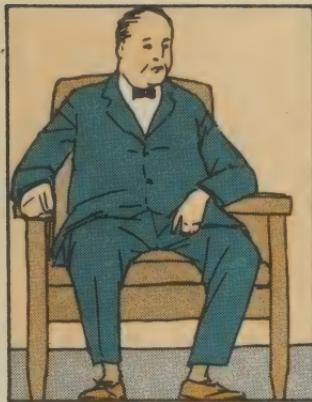


Two black ponies

Two black ponies

two black ponies

two black



One big man

One big man

One big man

One big man



Two little men

Two little men

two little men

Two little men



A mother bird

A mother bird

A mother bird

A mother bird

19



Two baby birds

Two baby birds

Two baby birds

Two baby birds



One white cow

O ne white cow

One white cow

One white cow One

One white cow One



Two black pigs

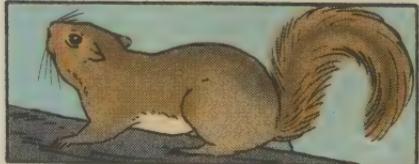
Two black pigs

Two black pigs

Two black pigs

One mother squirrel

One mother squirrel



(21)

Two baby squirrels

Two baby squirrels



Two baby squirrels

Two baby squirrels

One man in a wagon

One man in a wagon



One man in a wagon

Two men in a boat

Two men in a boat



Two men in a boat

A boy and his dog

A boy and his dog



23

A girl and her doll

A girl and her doll



My kitten likes milk.

My kitten likes milk.



My puppy likes milk.

My puppy likes milk.



Kitten has one black ear.

Kitten has one black ear.



25

Puppy has two black ears.

Puppy has two black ears.



A bird in a nest

A bird in a nest



An egg in a nest

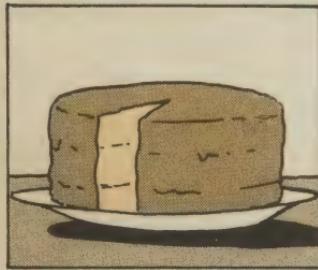
An egg in a nest





I like candy.

I like candy.



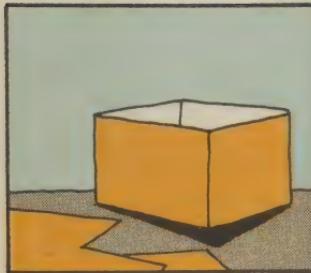
I like cake.

I like cake.



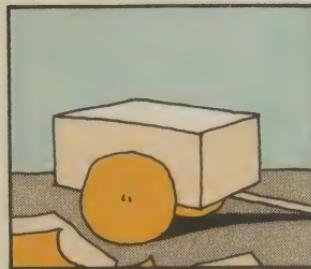
I like apples.

I like apples.

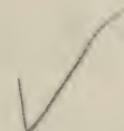


I made a box.

I made a box.

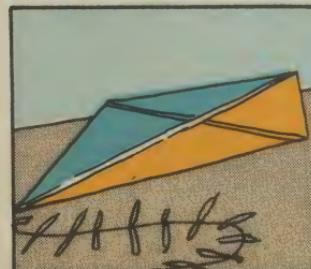


I made a wagon.



I made a wagon. 28

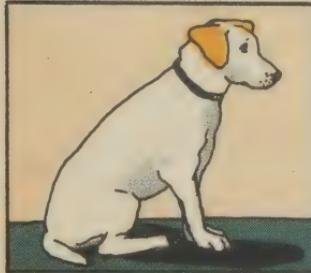
I made a wagon.



I made a kite.

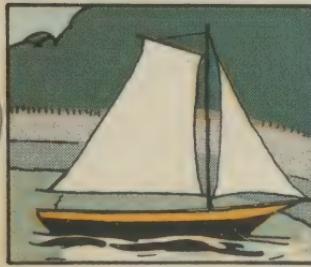
I made a kite.

I made a kite.



I have a dog.

I have a dog.
I have a dog



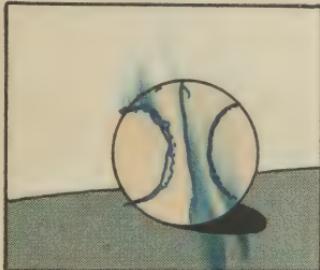
I have a boat.

I have a boat.
I have a boat



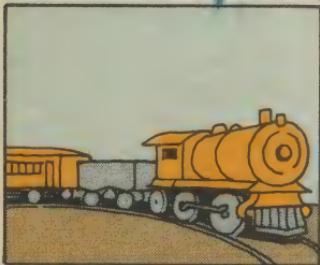
I have a kite.

I have a kite.
I have a kite



I want a ball.

I want a ball.



I want a train.

I want a train.



I want a doll.

I want a doll.

A book on a table

A book on a table



A dog on a box

31 A dog on a box



A doll on a chair

A doll on a chair



I saw a baby rabbit.

I saw a baby rabbit.



I saw a baby squirrel.

I saw a baby squirrel.

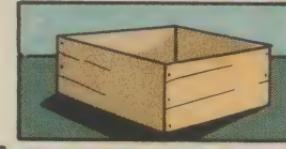
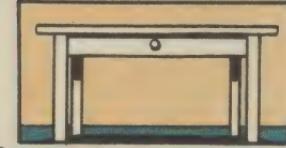
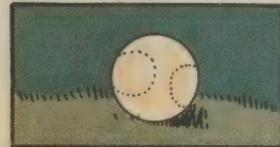
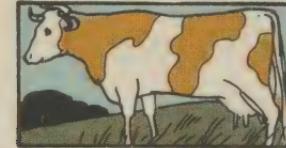


I saw a baby bird.

I saw a baby bird.



Silent Dictation Lesson



Christmas is coming.

Christmas is coming.



Santa Claus is coming.

Santa Claus is coming.

See our Christmas tree.

See our Christmas tree.

I like Christmas.

I like Christmas.



I like Santa Claus.

I like Santa Claus.



I like Christmas trees.

I like Christmas trees.



Kitten has my ball.



Puppy has my shoe.



A big horse



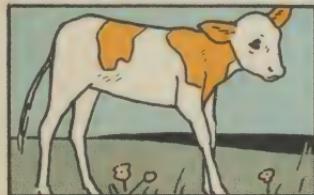
A little pony



A puppy is a baby dog.



A kitten is a baby cat.



A calf is a baby cow.



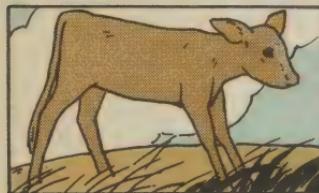
A mother cow



I saw a puppy.



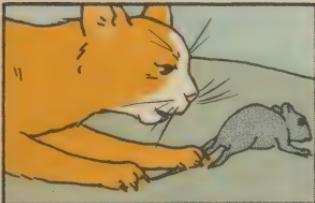
I saw a kitten.



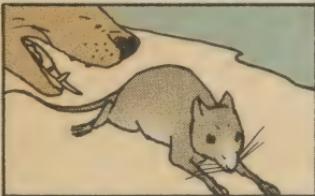
I saw a calf.



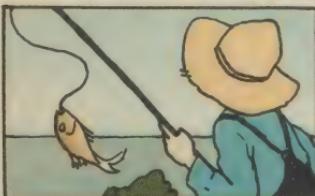
I saw a pony.



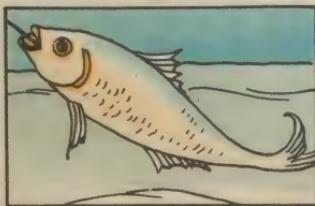
Our cat caught a mouse.



Our dog caught a rat.



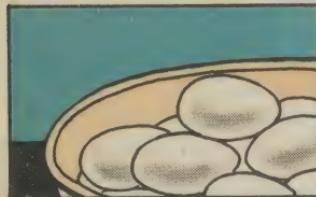
John caught a fish.



I caught a big fish.



Apples are good to eat.



Eggs are good to eat.



Milk is good to drink.



I like to drink milk.

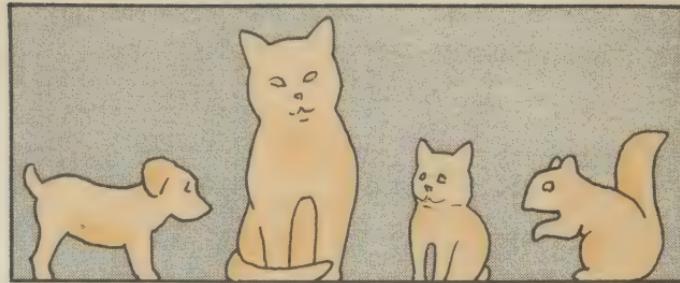
I had a baby kitten.
I have a baby squirrel.
I gave the baby kitten
To a little baby girl.



John has two ears,
two eyes, and a nose.
They go with him
wherever he goes.



A squirrel and a kitten,
A puppy and a cat,
Were made of sugar candy!
What do you think of that?



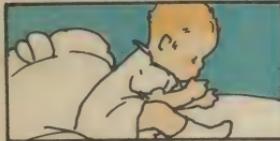
Silent Dictation Lesson



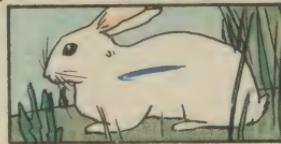
Pig



dog



Baby



rabbit



Boy



girl



Boat



book

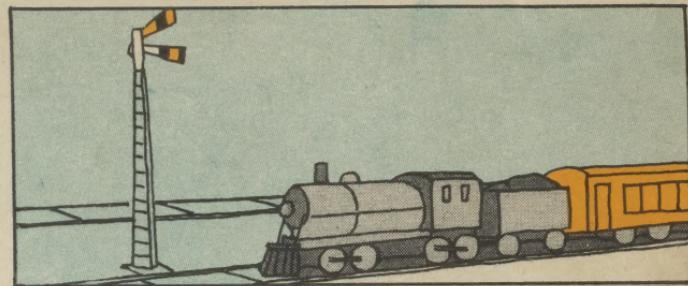


horse



house

I had a little train.
I put it on a track.
It went far away
And then it came back.



Santa Claus came to our house,
In the dark of Christmas eve.
He left a tree and lots of toys
And then he took his leave.



Santa Claus came to our
house in the dark of
Christmas eve. ST BAR.
and then he took his leave.

